



Course Specification

— (Bachelor)

Course Title **Principles of Nutrition**

Course Code: **NRS 35**٤

Program: **Bachelor of Nursing**

Department: **Department of Nursing (NRS)**

College: **College of Nursing**

Institution: **Majmaah University**

Version: **V4**

Last Revision Date :**June 2023**



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	8



A. General information about the course:

1. Course Identification

1. Credit hours:(٢ Hours (٢+0+0))

2. Course type

- A. University College Department Track Others
- B. Required Elective

3. Level/year at which this course is offered:(3rd year 5th level)

4. Course general Description:

- This course serves as a base for other nursing courses. It is designed to provide the third level students with the basic nursing concepts and theoretical principles needed for the practice of nursing. The course emphasizes the student's understanding of the nature of the client needs and the interventions required utilizing the functional health patterns such as exercise and rest, nutrition, and elimination.

5. Pre-requirements for this course (if any):

None

6. CO-requirements for this course (if any):

None

7. Course Main Objective(s):

This course introduces nursing students to the concepts of nutrition in illness and wellness. Students will be able to learn about the nutritional requirements of clients during all stages of their life. Attention is given to nutrition and metabolism, nutrition and illness, influence of culture on nutrition, and the role of professional nurses in assessing and providing proper nutritional needs of all clients. Briefly describe any plans for developing and improving the courses that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- As this course covers the theoretical part of nutrition, practical nutrition sessions will be a boost for students to cater to the needs of all age groups.
- In practical aspect of Nutrition, students will be encouraged to check various therapeutic diets.
- Visits to the dietary department of a hospital would be advantageous for students in understanding therapeutic modification of diet.
- Students will be encouraged to acquire knowledge through the internet, journals and verifying the other information resources.

2. Teaching mode (mark all that apply)





No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	٣٠ hrs	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		
5	Others		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	٣٠ hrs
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		٣٠ hrs

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
K2.1	Determine the nutritional requirements of different stages of normal development and clinical conditions.	K2	Lecture-discussion	Written exams
K3.1	Identify nutritional concepts in relation to metabolism.	K3	Lecture-discussion	Written exams
K4.1	Assess nutritional problems as basis for therapeutic diet modification.	K4	Lecture-discussion and collaborative learning	Written exams and assignment





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
S1.1	Recognize the essential food elements such as proteins, carbohydrates, fats, vitamins, minerals and energy balance, and its' contribution to body function based on social and cultural diversity.	S1	Lecture-discussion	Written exams
S2.1	Demonstrate effective rapport with the client while collecting dietary history and giving health education.	S2	Collaborative learning	Assignment, professionalism, and group discussion
3.0	Values, autonomy, and responsibility			
V2.1	Establish teamwork in designing nursing intervention plan using nutritional care process that will assist in improving dietary needs of clients.	V2	Collaborative learning	Assignment, professionalism and group discussion

C. Course Content

No	List of Topics	Contact Hours
1.	Unit 1: Importance of food and nutrition in relation to human beings. <ul style="list-style-type: none"> Definition of food, nutrition, calories, Functions of food and nutrition in relation to human beings, Indication of food nutrition signals, and Influence of culture and religion in food. 	٢
2.	Unit 2: Nutritional Elements. <ul style="list-style-type: none"> Carbohydrates, Proteins, Lipids, Vitamins, Minerals and energy balance. 	٧
3	Unit3: Nutrition Throughout The Life Cycle. <ul style="list-style-type: none"> Pregnancy and lactation, Infancy, children, Adults and Geriatric. 	٦
٤	Unit 4: Nursing process and nutritional health comprehensive nutritional assessment, diagnosis, intervention and evaluation.	٢
٥	Unit 5 : Malnutrition.	٦



	Rickets, Beriberi, Marasmus, Kwashiorkor, Pellagra, Anemia, Obesity and .Under-weight	
٦	Unit 6: Nutrition care and support. Therapeutic Modification Of Normal Diet Modification in consistency- Clear fluid, full fluid, semisolid and soft diet. .Nutrient Content: Mode of feeding- Enteral and parenteral feeding	٣
٧	.Unit 7: Clinical nutrition and diet therapy GIT disorders: Diarrhea, constipation, and peptic ulcer. In CV disorders: Hypertension, coronary heart disease. In Renal disease, Metabolic and endocrine disorders- Diabetes mellitus. Fever and infections. Preoperative and .postoperative diet	٤
Total		٣٠

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4 th week	10%
2.	Assignment (diet care plan)	9 th week	10%
3.	Midterm Exam	9 th - 12 th week	30%
4.	Professionalism	11 th week	10%
5.	Final Exam	16 th – 17 th week	40%
	TOTAL		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1.References and Learning Resources

Essential References	<ul style="list-style-type: none"> Schlenker,E and Roth,S : (2011). Williams' Essentials of Nutrition and Diet Therapy. (10th ed). Elsevier Mosby.USA.
Supportive References	<ul style="list-style-type: none"> Dudek,s.(2010) Nutrition Essentials for Nursing Practice.(6th ed)Wolters Kluwer Health.Lippincott Williams&Wilkins.Philadelphia. Staci Nix (2012) Williams' Basic Nutrition & Diet Therapy. (11th Ed). Mosby. ISBN-10: 0323083471 ISBN-13: 978-0323083478 Geissler,C and powers , H. (2011). Human Nutrition. (12 th ed). Churchill Livingstone.Elsevier.UK.



	<ul style="list-style-type: none"> • ISBN-10: 0702031186 • ISBN-13: 978-0702031182 • Tucker, S. and Dauffenbach, V. (2011). Nutrition & Diet Therapy for Nurses (1st ed).Pearson Education,USA.
Electronic Materials	<ul style="list-style-type: none"> • www.sdl.edu.sa • www.nourishinteractive.com • www.nutritionaustralia.org • www.nutrition.gov
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> • Lecture rooms should be large enough to accommodate 30 students.
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> • Every classroom must be equipped with smart or active board, latest Audio-visual aids and computer with internet access.
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<ul style="list-style-type: none"> • Blackboard

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	<p>Direct: Course Evaluation Survey Quality of Exam Survey</p>
	Faculty	<p>Indirect: CLO Mapping with teaching & assessment. Course Blueprinting Grade Analysis Psychometric Analysis</p>
	Peers	✓ Grade Verification
Effectiveness of students assessment	Students	<p>Direct: Course Evaluation Survey Quality of Exam Survey</p>
Quality of learning resources	Students / Faculty	<p>✓ Indirect: Academic advising survey ✓ Direct: Student experience survey</p>



Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Faculty member / Quality assurance committee/ Program Leaders	✓ Direct assessment outcome analysis ✓ Course report preparation
Other	NA	---

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods(Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	4
DATE	19.09.2023

